ENGLISH 2010

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Office: EH 443
Fall 2009
MWF 1:30-2:20
EH 217

Required Texts

Hacker, Diana A Writer's Reference
Trimble, John Writing with Style
APS (Academic Publishing Service) The Use and Abuse of Power

Objectives

The objectives of this course are to sharpen your critical reading and writing skills and to expose you to the types of academic prose you will write in university classes. To achieve these objectives, you will read material from several disciplines and write a variety of responses. The essays assigned will emphasize the following strategies: process, comparison/contrast, analysis, and argument.

Reading Assignments

Each reading assignment serves two purposes: assignments generate ideas you will transform into papers; reading selections allow you to examine characteristic writing styles in various disciplines. When we discuss a reading assignment, we will do more than determine authors' points. We will consider their rhetorical structure and use of language, the purpose and audience of the work, and the authors' success in conveying their messages.

Writing Assignments

You will be required to write four graded out-of-class essays. KEEP A COPY OF YOUR ESSAYS; even if I lose your essay, it's still your obligation to replace it. Also, several of your essays will provide sample sentences which we can analyze for grammatical structure/diction. You can expect to see examples of your prose appearing frequently in these exercises.

Requirements

To pass this course, you must do all of the assigned work. Your final grade will be calculated as follows:
--your essays = 80%
--other assignments, your editing and participation, including promptness with all drafts = 20%

Note: Rough drafts are essential in this class. If the draft is complete and on time, you will receive an "A"; if it is incomplete or late, you'll get an "F." In addition, for your participation in the prison simulation game, you will also receive an "A"; if you choose not to participate, I'll record an "F."

In addition, with 6 absences, a grade no higher than C can be earned; with 9 absences, no higher than C-; with 12 or more absences, no higher than a D. Also, you are required to attend class for the entire period if you wish to be counted in attendance.

**Late Papers**

Papers received within one week of the due date will be penalized by one letter grade. Papers over a week late will be given an "F."

**Edit Groups**

Mario Puzo states that "rewriting is the whole secret to writing." Most serious writers agree that good writing requires revision. Therefore, one of the main objectives of this course is to teach you to evaluate and revise your own prose as well as that of your classmates. For each of the four essays, you will:
1. Type a rough draft and make 3 xerox copies of it.
2. Evaluate the essays of 2-3 partners in an edit group; they in turn evaluate your essay.
3. Revise and retype your paper.

For each paper you will turn in both your rough and final drafts. Why this three-step process?
1. It enables you to learn from and teach your classmates their editing teaches you; your editing teaches them and you. The aim is to teach you to edit critically so that you become your own editor--a skill you can continue after you leave English 2010.
2. It teaches you to be publicly responsible for your own prose. This in turn teaches you to be prepared to defend your sentences and to take greater pains in phrasing them.
3. It ensures you feedback from at least two readers. You discover that the same sentence or same essay can elicit markedly different responses.
4. It gives you some indication of how others handled the assignment and exposes you to their writing styles.
5. It reduces the pressure of the old "one-shot" approach to writing essays. In addition, it makes writing more "real." Almost all writers, whether they're writing a report for the boss or an article for a magazine, write a rough draft, analyze it--often asking others for reactions--and then revise it. No one is expected to be perfect the first time out.

**Conferencing**
You are welcome to bring papers, readings, and questions in to discuss with me during my office hours. Actually, I believe you can gain more conferencing with me in person than in reading my written comments on your work. For this reason, we will schedule appointments to discuss and "grade" your essays.

**Plagiarism**

Plagiarism is defined as "the use of another's ideas or words as if they were one's own." Therefore, if you borrow an idea, "either express it in language thoroughly your own and acknowledge the borrowing with a footnote or indicate the exact extent of your debt with a note" ([Guide](#), p. 5).

**Xerioxing**

Because you'll be required to have multiple copies of your work, be sure to have access to a printer or locate a reliable copy service and/or familiarize yourself with the location of several xerox machines on campus.

**Cell Phones, Other Communication Devices, and Laptops**

All cell phones, hand-held communication devices, and laptops are to be turned off and put away during class.

**H1N1 Virus**

If classes should be cancelled due to the H1N1 virus, I will need to communicate with you. Please therefore be sure to check your weber.edu e-mail addresses, or arrange now to have your weber messages forwarded to e-mail accounts that you do check.

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**THE USE AND ABUSE OF POWER**

**ASSIGNMENTS**

**PROCESS**

Personal Power: The Creative Process

**Week 1**

Mon 8/24 Introductions

Wed 8/26 Introductions (continued)

Fri 8/28 Read: Burns, "Immanuel Velikovsky: Shouting to Deaf"
Week 2  Mon 8/31 Creative Process Exercise
Read: Trimble, Chapters 1-2

Wed 9/2  Continue Creative Process Exercise
Read: Trimble, Chapters 7-11

Fri 9/4  Assign: Creative Process Essay--based on the following readings:
Poincare, “Mathematical Creation,” 15-16
Mozart, "A Letter," 17-18
Van Gogh, "Letter to Anton Ridder van Rappard," 19-20
Nietzsche, "Composition of Thus Spake Zarathustra," 23-24

Week 3  Mon 9/7  Happy Labor Day Holiday!

Wed 9/9  Words, Words, Words

Fri 9/11  Due: Rough Draft #1 (and copies)
Edit Groups
Assign: Comparison/Contrast Essay

COMPARISON/CONTRAST
Selling Power: Media's Portrayal of Women

Week 4  Mon 9/14 Film: “Killing Us Softly: Advertising’s Image of Women”

Wed 9/16 The Creative Process
Due: Final Draft #1
       Benokraitis and Feagin: excerpts from Modern Sexism: Blatant, Subtle, and Covert Discrimination, 45-49

Week 5
Mon 9/21  Visit Library: Select Ads for Comparison/Contrast Essay

Wed 9/23  “Samples” from Process Essays
           Read: Trimble, Chapters 4-6

Fri 9/25   Due: Ads and Thesis Statements for Comparison/Contrast Essay

Week 6
Mon 9/28  Due: Rough Draft #2 (and copies)
           Edit Groups

Wed 9/30  Sample Essays

ANALYSIS
Punitive Power: Our Penal System

Fri 10/2   Due: Final Draft #2
           Video Presentation: "The Stanford Prison Experiment"

Week 7
Mon 10/5  Read: Zimbardo, "A Pirandelllian Prison," 51-58
           Troyka and Nudelman, "Uprising Behind Bars," 67-72
           Arax, “A Return to the Goal of Reforming Inmates,” 59-64
           Arax, “Inmates Use‘Gassing’ to Strike Back at the System,” 65
           Curreri, “Felons Earn Degree of Responsibility,” 73-75
           Nielson, “Prisoners Who Don’t Have Chance to Work Are Forced to Loll,” 77
           Curreri, “State Plans to Bestir Lazy Inmates,” 79
           Curreri, “Taking a Jail Break,” 81-82
           Hodson, “Utah incarcerations, Prison Budgets Outpace Crime Rate,” 83
           Blake, “Lonely Prisoners Will Get Visitors,” 85
           Assign: Analysis Essay
Roles for Simulation Game

Wed 10/7 Enact Mini-Simulation Games

Fri 10/9 Enact Simulation Game

Week 8 Mon 10/12 In-class Essay: "Prisoners at the Mediation Table: Working in Their Behalf"

Wed 10/14 Norming and Grading on a 6-point Scale

Fri 10/16 HOLIDAY

Week 9 Mon 10/19 In-class Essay: "Guards at the Mediation Table: They Have Their Story, Too"

More Norming and Grading on a 6-point Scale

Wed 10/21 Samples from Comparison/Contrast Essays

Fri 10/23 Due: Rough Draft #3

Paragraph Coherence

Individual Editing

Week 10 Mon 10/26 Due: Rough Draft #3 (with copies)

Edit Groups

Wed 10/28 Sample Prison Essay Reading Day

ARGUMENT

Soul-power Versus Firepower: Effecting Political Change

Fri 10/30 Videos: “Mahatma Gandhi”

“Martin Luther King, Jr.: From Montgomery to Memphis”

Week 11 Mon 11/2 Due: Final Draft #3

Assign: Argument Essay

Meet in Library for Research Orientation

Fischer, excerpts from Gandhi: His Life and Message, 103-118
Kruegler, Parkman, “Identifying Alternatives to Political Violence: An Educational Imperative,” 131-142

Week 12 Mon 11/9 Read Jefferson, “The Declaration of Independence,” 89-90


Boesak, “South Africa Yesterday, Today and Tomorrow,” 125-130

Week 13 Mon 11/16 Due: 3 (or more) articles on research topic
Create: Con/Pro Argument List

Wed 11/18 In-class essay: “Arguing the Other Side”

Fri 11/20 In-class writing: Preparing a Rebuttal

Week 14 Mon 11/23 In-class essay: “Arguing My Case”

Wed 11/25 Sample Argument Essays

Fri 11/27 Happy Thanksgiving Holiday!
Week 15  Mon 11/30  Due: Rough Draft #4 (and copies)
         Edit Groups

         Wed 12/2 Notes and Bibliography Workshop

         Fri 12/4  Due: Final Draft #4
                  Conclusions